



## Transition Planning Conference Field Observation Form

1. Where did the transition meeting occur, and who was present? Please describe participants by job title, or affiliation.  

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2. When the local education agency (LEA) representative reviewed procedural safeguards and parental rights, what questions, if any, did the family ask?  

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3. Was the meeting scheduled in keeping with appropriate state and federal timelines? If not, why not?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Because \_\_\_\_\_  

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4. Did the TEIS service coordinator arrange the meeting? If not, why not?  

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5. Describe how the service coordinator informed the team of the child's progress and the services being provided through early intervention. List any concerns you have about fulfilling that role.  

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Name of participant \_\_\_\_\_ 9.4b  
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6. Describe the steps that will be taken to determine eligibility for Part B services for this child, and tell how the steps were explained to the family.

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7. Describe the family's level of comfort with the plan to establish eligibility.

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8. Pending eligibility, were possible services discussed to the family's satisfaction? If not, why not?

Yes\_\_\_\_\_No\_\_\_\_\_Because\_\_\_\_\_

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9. Did the family clearly understand what would happen next, and were they given specific contact information for the appropriate school system representative?

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10. How did the service coordinator provide support to the family during this process?

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11. What, if anything, would you have done differently?

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Follow-up with trainer/supervisor following completion. Place in portfolio after follow-up.

Name of participant\_\_\_\_\_



## 9.4c

### Note

Item 9.4c *Regulatory Requirements for Young Children with Disabilities* is a PowerPoint presentation used with permission from NECTC. It is only available as a pdf. file. Since service coordinators are asked to review this information outside of training, this should not present a problem for the trainer in regard to viewing the presentation.

# Early Childhood Transition

Regulatory  
Requirements for  
Young Children with  
Disabilities

# Regulatory History of Early Childhood Special Education Services

## History

- Services for students with disabilities (5 through 21) started with Public Law 94-142 (1975) Education for all Handicapped Children's Act (EHA)
- Services for young children (birth to 5) began with PL 99-457 (1986) Amendments to EHA
- Amendments to EHA in 1990 through PL 101-476 resulted in Individuals with Disabilities Education Act (IDEA)
- Reauthorization of IDEA in 1997 through PL 105-17

# Regulatory History of Early Childhood Special Education Services

## 1975 – Public Law 94-142, Education for All Handicapped Children Act (EHA)

- Foundation of present day special education laws, guaranteeing:
  - Free & appropriate public education (FAPE)
  - Zero reject
  - Non-discriminatory assessment
  - Due process
  - Individualized Education Program (IEP)
  - Least Restrictive Environment (LRE)
- Provided Preschool Incentive Grants and incentive money to promote early intervention

# Regulatory History of Early Childhood Special Education Services

## 1986 -- Public Law 99-457, EHA Amendments

- Extended free and appropriate public education to preschoolers with disabilities (Part B)
- Established new discretionary program for infants, toddlers, and their families (Part H, later called Part C)

# Individuals with Disabilities Education Act of 1990

1990 -- Public Law 101-476 changed the title of EHA to the Individuals with Disabilities Act (IDEA)

## Provided Services for Infants and Toddlers

- Known as Part H under EHA and as Part C under IDEA
- Purpose
  - To create statewide, comprehensive, coordinated, multidisciplinary, interagency systems of services for children birth to age 3 with disabilities or developmental delay
- Administrative responsibility
  - Lead Agency assigned by each state's governor



# Individuals with Disabilities Education Act of 1990

1990 -- Public Law 101-476, IDEA (con't)

## Provided Services for Preschool Aged Children

- Known as Part B, Section 619 under EHA and IDEA
- Purpose
  - To ensure free appropriate public education and preschool services for 3 -5 year old children with disabilities
- Administrative responsibility
  - State education agency & local education agency

# Individuals with Disabilities Education Act of 1997

- Public Law 105-17
- Extended the use of “developmental delay” as a category for eligibility
- Regulations – 3/12/99
- Reauthorization of IDEA is expected in 2003

# Comparison of Services Required by IDEA

## Part C/Early Intervention (EI) Services for Infants & Toddlers

- Serves children with disabilities or developmental delays & their families; in some states, includes children at risk
- Ages birth to 3
- Services through Individualized Family Service Plan (IFSP)

## Part B/Early Childhood Special Education (ECSE) Services for Preschool Children

- Serves children with disabilities
- Ages 3 through 5
- Services through Individualized Education Program (IEP)

# Comparison of Services Required by IDEA

## Part C/EI

### Services for Infants & Toddlers

- Services coordinated through Individualized Family Service Plan (IFSP)
  - Children & their families are offered 14 different services in 5 developmental areas
  - Each family has a Family Service Coordinator
- States can choose categories of children with developmental delay, disabilities, or risk conditions to serve or not to serve

## Part B/ECSE

### Services for Preschool Children

- Services coordinated through Individualized Education Program (IEP)
  - Children receive specially designed instruction and related services to meet their unique educational needs
- States must serve all children with disabilities

# IDEA Transition Requirements

A statewide system must be in place to support transition planning for children and their families (§300.132). Each state must ensure that:

- Children participating in EI programs (Part C), and who will participate in ECSE programs (Part B), experience a smooth and effective transition to those preschool programs.
- Families will be included in the transition planning for their children.
- With the approval of the parents of a child who may not be eligible for special preschool services, to convene a conference (including lead agency, family, and providers of other appropriate services) to discuss the appropriate services that the child may receive.
- Each local education agency (LEA) will participate in transition planning conferences arranged by the designated lead EI agency.

# Transition Requirements

## Part C – State Plan

- Interagency Agreements with State Education Agency for Part B
- State Policies
  - Child Find
  - Flexible Funding
  - Staff development

## Part B – State Plan

- Interagency Agreements with Lead Agency for Part C and Head Start
- State Policies
  - Child Find
  - Use of IFSP
  - Services to begin at age three

# IDEA Transition Requirements -- State Policies and Procedures

State policies and procedures must ensure that:

- An Interagency Coordinating Council will “advise and assist” the state education agency regarding the transition from Part C to Part B (§303.653).
- Children participating in early intervention (Part C), and who will participate in preschool programs (Part B), experience a smooth and effective transition to those preschool programs
- By the third birthday of a child, an IEP or an IFSP has been developed and is being implemented for the child
- Each LEA will participate in transition planning conferences arranged by the designated lead agency

*Note: The pendency provision of §300.514(a) (i.e., pendency of any administrative or judicial proceeding regarding a complaint) does not apply when a child is transitioning from a program developed under Part C to provide early intervention services into a program developed under Part B to provide FAPE.*

# IDEA Transition Requirements -- State Policies and Procedures

State policies and procedures must include:

- A description of how the families will be included in the transition plans;
- A description of how the lead agency will:
  - Notify the LEA for the area in which the child resides that the child will shortly reach the age of eligibility for preschool services under Part B of the Act;
  - Review the child's program options for the period from the child's program options for the period from the child's third birthday through the remainder of the school year; and
  - Establish a transition plan.



# IDEA Transition Requirements

Other elements of the statewide system (§300.132) that must be described:

- For children who may be eligible for special education services, the lead agency will convene, with the parents' consent, a conference at least 90 days (and up to 6 months) before the child is eligible for preschool services
  - To ensure a smooth transition
  - To review the child's program options for the period from the child's third birthday through the remainder of the school year
  - To establish a transition plan

# Transition Conference Requirements

## Part C/EI Services for Infants & Toddlers

- Transition conference is to include representatives of the EI agency, the ECSE agency, and the family.
- Must hold a transition conference for all children in Part C at least 90 days and up to 6 months prior to age 3
- The conference is intended to:
  - Promote interagency collaboration
  - Form partnerships with families
  - Support individual children in their transition from Part B to Part C

## Part B/ECSE Services for Preschool Children

- A LEA representative must participate in the transition conference hosted by Part C.

# Transition Plan Requirements

## Part C/EI

### Services for Infants & Toddlers

- IFSP transition plan is required as part of the IFSP and should include:
  - Family involvement
  - Agency participation
  - Program options
  - Child preparation
  - Transfer of records

## Part B/ECSE

### Services for Preschool Children

- A LEA representative participates in the transition conference to provide information about Part B services and procedures for the referral process
- Information is used to develop components of the transition plan related to
  - Family resources, priorities and concerns
  - Child outcomes

# Head Start Transition Requirements

- Disability Service Plan – 45 CFR 1308 (Subpart B)
  - For grantees, not individual children
  - Procedures for transition from Part C and to LEA or other next placement
  - Preparation of parents and staff for the transition
  - Interagency agreements as appropriate to support coordination of services and transition
  - Screening and referrals
- Performance Standards – 45 CFR 1304-A
  - Refer to LEA for evaluation (Subpart D)
  - Support parents through transition (Subpart G)
  - Help facilitate transition (Subpart G)

# No Child Left Behind Act of 2001

## Public Law 107-110

Emphasizes coordination between Head Start, Early Reading First, and other early childhood programs and the public schools, especially:

- With parent consent, receiving records
- Establishing channels of communication
- Conducting meetings to discuss the needs of individual children
- Organizing & participating in joint transition-related training of personnel
- Linking educational services

**(Section 1120B)**



Children with chronic special health care needs require particularly careful planning at times of transition. Both families and service providers may struggle with ethical decisions that can be very difficult to resolve. Balancing a child's need for social opportunities with their high tech medical needs can be an imposing responsibility. Early intervention service coordinators make every effort to support families as they seek solutions to questions for which there may be no easy answers.

### Inclusion for Jeremy?

By Susan Addison

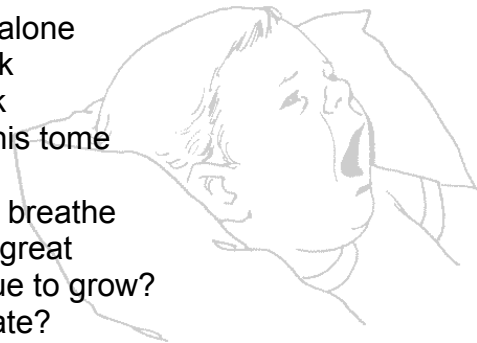
A child is born  
All is not well  
He cannot breathe alone  
He'll never walk  
He'll never talk  
Though volumes are his tome

Fed by tubes and helped to breathe  
His challenges are great  
How will this child continue to grow?  
What will be his fate?

His parents try, but cannot cope  
They love him like no other  
And yet the pain is so intense  
They seek a foster mother

He finds a home  
A treasure trove of love and tender care  
Like a king, to him they come  
To love and treat him there  
His therapists and teachers encourage him with toys  
His nurses and his doctors fight to save this little boy

The family's devotion  
Humbles those who've come to help  
A commitment they have chosen  
Not the hand that they were dealt



For those who come to see him  
Never walk away the same  
He touches every person  
And that remains his fame

His joy is so apparent  
You cannot help but see  
Though small and so dependent  
Beloved is Jeremy

He knows his mind  
Asserts his will  
His smile can right a wrong  
The loving care he has received  
Has made him very strong

The best is given, care superb  
Though one thing is awry  
The love of adults cannot replace  
Other children playing nearby

His days though few  
They are so long  
Since no one comes to play  
As Jeremy grows, so does his need  
To experience life each day

A boy needs a friend to make him smile  
Someone near his age  
For behind the pumps and all those dials  
Is a child who wants to play

Is it safe?  
What are the risks?  
Everyone is concerned  
We only want what's best for him  
A place in life he's earned

For life is risk  
To everyone  
No matter large or small  
Which is better - to have played and lost?  
Or never to have played at all?

Jeremy passed away in July 2004 when he was almost eight years old. He is mourned.



## **I am the Teacher**

By Michelle Guppy

I am the teacher your child will meet on the first day of school. I know what you will be thinking on that first day. As you reluctantly put your child on that bus, you will be nervous and apprehensive wondering what it will be like for your child at school. Will he be lost in the shuffle?

Will the teacher be nice? Will she like him? Will the other kids make fun of him? Will the teacher do a good job? But don't worry, I am his teacher, and I am prepared for class.

When your child gets off the bus at school, unsure what will happen next, I will be there. I will have a smile on my face so that even if your child doesn't realize where he is, and why he is here, he will know it is a friendly place--A happy place. He will see the inviting decorations and feel reassured that he is not in a mean place.

I will take your child's hand and guide him to where he needs to go, to the seat I have specially marked with his name. I will spend a few minutes helping him to transition to his new environment, and perhaps wipe away a tear.

When we all get settled down to start our day, I will look around at my classroom and all the faces, and be reminded that every child is a different color-- each one very unique. I will view my students as a new box of crayons just opened. Each one so bright and shiny. Each one so eager to be picked.

When it's time to do our lesson and I get discouraged that your child doesn't want to participate or do what he must, I will not give up. I will have patience as we do each simple task over and over, and I'll remember that I get coffee breaks, I go home at the end of the day, I get paid vacations -- you don't.

When it's time for art, I will put my hand over your child's hand, dipping his fingers in the paint, and show him what happens when you rub the paint along a plain piece of paper. Oh, I realize your child might care less and might resist at the feeling of the paint on his fingers, but we will do it and I will give him encouragement to keep on. We will use our imagination in deciding what it might



be he has painted. So when you get a crumpled piece of paper with perhaps only a few blobs of color on it, know that I saw the masterpiece that your child is.

When we get out our scissors and glue to do a project, I will remember that feeling you aren't as good as someone else, and of being excluded, can cut into your self-esteem. With that in mind, I will make every effort to avoid sticky situations by ensuring that your child is not discriminated against, or made fun of by other children. So when your child comes home in the afternoon with a less than perfect project, know that he did it on his own with the whole class urging him on.

When the therapists come in to work with your child, they will view him as a piece of clay with the potential to be something great. Together, despite tearful plea's and protests, we will take the precious child you have entrusted us with, and do our best at molding and shaping him and smoothing his edges, so that he may function as independently as possible. So at times when you think our goals are too simple, and our progress too slow, know that it takes time to build the magnificent sculpture we are envisioning in your child.

In music class we will have fun while dancing and singing to the silly songs. Don't get discouraged when you get the sheet of paper with the words typed out of the song for the week that your child must learn and think that he can't participate. For even if your child can't read or talk or understand the words, I will listen to the sounds and shrieks he makes as he sways back and forth or spins in a circle, and I will hear the music in his soul and see the dancing in his eyes. Just like you do.

In P.E. class we will not let the obstacles your child faces defeat him. We will make sure your child is challenged, but not discouraged. We will not make any tunnel too long that he can't see the light at the end. We will not make any swing go too fast so that he is scared to try it again, or put any goal out of reach. There will be no last place. We will strive to impart to your child that in this race, everyone who crosses the finish line is a winner. We will be cheering for your child all the way, applauding his accomplishments. We will be the safety net should your child stumble and fall along the way.

So when your child comes home from school and you hurriedly dig through his backpack for a note about what we did all day --and see that I forgot to write one, just know that we covered all the subjects and at the end of the day we were both very tired and dirty.

Written by Michelle Guppy, [tguppy@lgc.com](mailto:tguppy@lgc.com), August 2000.

In tribute to Brandon's "Special" teachers, paraprofessionals, aides, and therapists-past and present-who took, and still take, their jobs seriously.